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# SCHOOL *And Community*



—Harold M. Lambert

Fair are the meadows, fairer still the woodlands,  
Robed in the blooming garb of spring.  
Jesus is fairer, Jesus is purer,  
Who makes the woeful heart to sing.

April, 1941  
Volume XXVII Number 4

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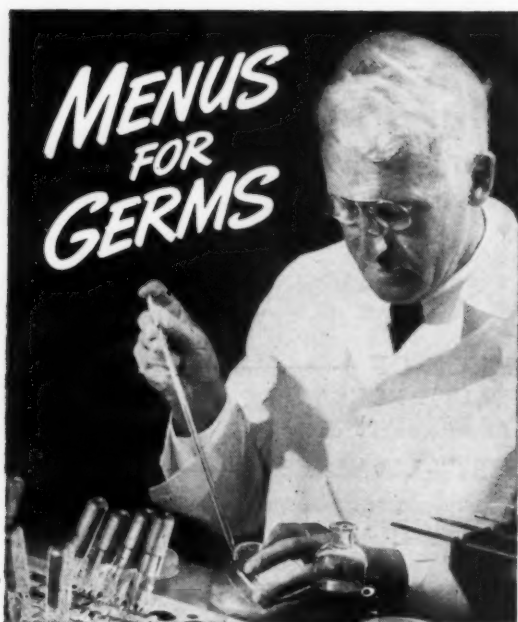
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# SCHOOL AND COMMUNITY

OFFICIAL ORGAN OF THE MISSOURI STATE TEACHERS ASSOCIATION

THOS. J. WALKER  
*Editor and Manager*

INKS FRANKLIN  
*Associate Editor*

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by  
Thayer



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# EDITORIALS



## MAY THE BEST MAN WIN!

THERE WILL BE a number of changes in the personnel of the many school faculties in Missouri this spring and summer. Some engaged in the teaching profession will enter another field of work. This number will probably be greater this year due to the defense program than it has been in past years. Many in the profession will receive promotions. A few will be demoted.

In this shifting and changing of positions there exists one of the greatest opportunities for the principles of democracy to function that one can find in any situation. When a position is declared officially vacant the same democratic principles are practiced by those applying for the position regardless of whether it is a rural teacher, a city superintendent, an elementary or high school teacher, or a principal.

Anyone possessing the necessary qualifications may submit his application for a position. There is no prerequisite in our democratic land, such as belonging to the right political party, to exclude one from trying for a particular job. In a totalitarian land the cards are already stacked. You must belong to the party. And, in these nations only one party exists. Your professional advancement is contingent on the contribution you can make to the political party. In our land professional advancement is based on the service you render to the welfare of boys and girls.

Those engaged in the teaching profession practice the principal of respect for the individual, his thoughts, feelings, beliefs and opinions. As teachers enter into competition for a specific job each presents his case to the proper authorities in the way he considers most effective. This is done in a manner which will not intentionally detract anything from another candidate's chances of election. There is a genuine respect for the rights of others. The other fellow must get a square deal and each in return expects the same.

Everyone seeking the same position tries to radiate the spirit of May the Best Man Win!—I. F.



## Citizenship Recognition Day

THE MISSOURI STATE TEACHERS ASSOCIATION and the State Department of Education are sponsoring for the first time on May 18, a state-wide observance of Citizenship Day for the recognition of new voters.

These times of stress and strain emphasize as never before the citizen's duty to the Nation and the Nation's duty to the citizen.

Over 2,500,000 young people in the United States and about 80,000 in Missouri reach voting age each year. Citizenship Recognition Day seeks to give new members of this group as they reach the age of 21, a new sense of idealism and purpose in citizenship.

The third Sunday in May has been set aside by Congress for this purpose. This year it falls on May 18. Here is a great nation-wide movement, which is especially important now as a *National Defense Measure*.

It is the thought of the sponsors that the observance be held on a county-wide basis. A suggested outline for the initiating of the program will be mailed the County Superintendents and the City Superintendents within the next few days.

It is hoped that every County in the State will join in the observance of this most worthwhile and timely activity.

DEMOCRATIC GOVERNMENT CAN  
RISE NO HIGHER THAN THE INTEL-  
LIGENCE, CONSCIENCE, AND PUR-  
POSE OF THE INDIVIDUAL CITIZEN

# Visual Education Program

BOONVILLE HIGH SCHOOL was confronted this fall with the problem of developing a well-rounded, all-inclusive visual education program. After due consideration this assignment was delegated to the school co-ordinator, G. W. Morris.

The co-ordinator's first consideration was that of securing films that would meet with the scholastic needs of the pupils, also a program so timed that it would fit into the classwork as supplementary material in such a way as to further our educational program. The co-ordinator accomplished this task as nearly as possible by having a personal conference with each teacher and having accessible film lists from which to choose. From our corps of twenty teachers, 12 entered the program.

Another consideration to be dealt with was that of choosing between the silent and sound film as our system has available machines for both kinds. In the end it was decided that the silent film should constitute the core of our program as it was cheaper and because it was felt that the silent picture presented greater possibilities for teacher instruction in the majority of the subject matter courses. However, in the field of science and industrial arts, sound films found their place in our program. Films are ordered through a department and are used by that particular department and not shown to all students in the school. This method enables us to build a continuous program and through the process of elimination the aim will be to build up a film instruction program which will be new to the incoming student and may be used from year to year.

The visual education pictures are available to our school two days a week, namely Monday and Wednesday. The schedule was made out with this in mind so as to lessen the confusion that would naturally come with an irregular schedule. The teacher was furnished a copy of the schedule to keep in her files so that she would know the date a picture is to be shown. However, before this scheduled date, the teacher is again reminded by the co-ordina-

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By R. F. BLANKENBAKER  
Principal High School  
Boonville

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tor. A preview is arranged, the teacher and as many as two students ordinarily attend the preview. Frequently these students either aid in, or make interpretations under the guidance of the teacher at the time the picture is shown to the class. This gives opportunity for student participation in the visual education work.

The co-ordinator, seeing the possibility of public relationship, purposely arranged the visual education pictures for Monday and Wednesday as the two service clubs, the Rotary and the Kiwanis, meet at noon on these days. Our programs are available to them at any time.

A number of students have been instructed how to operate the projector and are relied upon as operators at any time they are in study hall.

Experience so far indicates that a film should be shown at least two times for the students to receive the most value from it. The first showing introduces to the pupils the primary objectives, while the second showing should give opportunity for the detailed study under the direction of the teacher or a pupil who has been groomed for the occasion. Pupil activity or pupil participation in the form of round table discussion or written assignments may be used as tools to further the process of learning.

The program, though still in the experimental stage, promises to develop into one with much educational value as the teaching staff is daily coming to recognize its strength as an educational process. The fact that our program is organized, the teachers request their own pictures, that they are at liberty to eliminate or retain the films that they desire, stands as evidence that we are well on the way toward the adoption of a substantial visual educational program.

## School Legislation on the Move

**T**HE FOLLOWING PARAGRAPHS summarize some proposals that were not mentioned in the legislative summary published in the March issue of School and Community.

*House Bill No. 317*, forbidding bands or orchestras whose members attend or are employed by a public school or institution, supported in whole or in part by public taxation, or granted any tax exemption and located in counties with 25,000 or more inhabitants, to perform at any functions except at a ceremony or function conducted in connection with the activities of the school or institution, or one conducted for purely charitable purposes, also forbidding similar bands or orchestras from other counties to perform in counties with 25,000 or more inhabitants, was introduced by Mr. Schick.

*House Bill No. 135*, providing for the issuance of special license plates for use on school busses, was introduced on February 24 by Messrs. Whitney and Summers.

*House Bill No. 157*, changing the method of assessing property used in connection with hydro-electric projects, and the distribution of taxes paid on such property, was introduced on February 25 by Mr. Hart.

*House Bill No. 159*, authorizing the establishment of speed zones on highways and streets in the vicinity of schools, was introduced on February 25 by Mr. Conrath.

*House Bill No. 306*, introduced by Mr. Daily, seeks to remove from Section 10501, Revised Statutes of 1939, the limits of \$150 and \$50 placed on the annual salaries of secretaries and treasurers, respectively, of school boards in city, town, and consolidated districts having less than 25,000 inhabitants. *This bill is in conflict with House Bill No. 146, since both seek to amend the same section.*

*House Bill No. 349*, introduced by Messrs. Wallace and Buckley, authorizes the establishment of an agricultural and industrial school for negroes, to be located

in Southeast Missouri and to be controlled by the Board of Curators of Lincoln University.

*House Bill No. 353*, introduced by Messrs. Conrath, Hale, Wright, Woodsmall and Hamlin, authorizes the State Superintendent of Schools, by and with the advice of the State Motor Vehicle Commissioner, to adopt and enforce regulations governing the design and operation of school busses, whether owned and operated by school districts or privately owned and operated under contract with school districts; requires that operators of school busses carry liability insurance; authorizes the use of money from the incidental fund to pay liability insurance premiums; and provides penalties for violation of the act, including the withholding of state money apportioned for transportation purposes.

*House Bill No. 407*, introduced by Mr. Cowherd, repeals Section 10366, Revised Statutes of Missouri, 1939, relating to school district moneys, the funds into which they are to be placed, the purposes for which they may be disbursed, and the form of warrant to be used, and enacts a new section relating to the same subjects, but setting forth more specifically the funds into which certain moneys are to be placed and the purposes for which they may be spent, including the purchase of transportation equipment; also authorizing transfers, under certain circumstances, from the incidental fund to the teachers' fund and from other specified funds to the incidental fund. The purpose of the bill is to clarify the law relative to school district moneys and to authorize expenditures from the incidental fund for ordinary repairs of school property and the purchase of transportation equipment.

The following bills were killed in committee:

*House Bill No. 148*, limiting state aid for the transportation of resident pupils to districts that have an area of 13 or more square miles or a one-way dimension of 5 or more miles.



*House Bill No. 151*, requiring districts that are denied equalization aid because of low attendance, but persist in maintaining schools, to spend for school maintenance as much as would have been available therefor on the basis of equalization aid, or forfeit their organization and become unorganized territory.

*Committee Substitute for House Bill No. 150*, amending the law that authorizes the granting of building aid to consolidated or enlarged districts for the abandonment of school buildings, and declaring that a newly formed common school district should, under certain circumstances, be regarded as an enlarged district and eligible for abandonment aid, was killed by the House on a vote for perfection.

The following bills have successfully passed the perfection stage and will go on the House Calendar for third reading and final passage:

*House Bill No. 146*, forbidding the State Superintendent of Schools to release state aid apportioned to a district that has six directors or maintains a high school until the financial report required for the preceding school year has been received in his office and approved by him.

*House Bill No. 147*, amending the law that authorizes the granting of building aid of not more than \$2,000 to a city, town, or consolidated district, so as to permit the granting of such aid more than once to a district, if more than one building has been erected that meets requirements.

*Committee Substitute for House Bill No. 176*, permitting the use of school busses upon the highways of the state for the transportation of pupils, together with adults as chaperons, to and from interschool activity meets, also permitting school boards and superintendents to arrange the compensation for the use of busses and drivers in any manner not in conflict with present statutes.

*House Bill No. 149*, increasing from 5 to 12 the number of resident pupils in average daily attendance required for the first high school teaching unit, was perfected by the House on March 24, with an amend-

ment authorizing the State Superintendent of Schools to grant a teaching unit on the basis of fewer than 12 pupils, if in his judgment conditions justify such action.

*Committee Substitute for House Bill No. 231*, the county superintendents' salary bill, was perfected by the House on March 27. Thus the way is paved for its final passage by the House.

*House Bill No. 207*, appropriating one-third of the state revenue for public school support, has been reported out of the Committee with that body's recommendation that it do pass.

*House Bill No. 419*, amending the law relative to the granting of equalization aid to school districts, has been the subject of two hearings, pro and con, before the House Ways and Means Committee. At the last hearing, Wednesday evening, April 2, a sub-committee of the Ways and Means group was named to meet with a committee representing forces opposing and supporting the bill, to draft a substitute upon which all elements can agree, if possible.

The committees will meet Monday, April 7, to start redrafting the bill. Mr. E. R. Caldwell, Chairman of the Ways and Means Committee, announced there would be no more public hearings but the committee would consider the redrafted bill in executive session when it is ready.

*The Senate Committee on Education* has not acted finally on the retirement proposals emanating from St. Louis, Kansas City, and St. Joseph. The proposals have encountered unexpected opposition, reportedly from real estate interests.

Those who are interested in safeguarding State support of public schools should not lose sight of Senate Joint and Concurrent Resolution No. 2, which proposes a constitutional amendment authorizing the General Assembly to place sales tax receipts in a special fund to be used for one or all of the following purposes: old-age pensions, aid to dependent children, general relief. From the standpoint of public school support, this is the most dangerous proposal now before the General Assembly. The proposal has not yet passed beyond the committee stage.

# Educating Youth for the Responsibilities of American Citizenship

THE ABOVE WAS the subject of the regional conference of the Educational Policies Commission held in St. Louis at the Statler hotel on March 10. The conference, attended by 142 educators and laymen of the St. Louis area was sponsored by the St. Louis Public Schools, Washington University, and the Educational Policies Commission of the N.E.A.

John Rush Powell, Assistant Superintendent of the St. Louis Schools, opened the conference with the introduction of Homer W. Anderson, Superintendent of Instruction, St. Louis, who brought words of greeting. The purpose of the conference was discussed by F. M. Underwood, assistant superintendent, St. Louis.

For a general summarization of the work of the conference, we take the liberty of using the contents of a bulletin issued to the Rolla school faculty by Superintendent B. P. Lewis who attended this one day meeting.

"Dr. W. F. Gephart, former college educator but now a layman St. Louis banker, spoke to a general meeting on "Problem Mindedness." He emphasized that "Political Unconsciousness" is a normal attitude of the people of the United States. He thinks that we have had a decrease in ability of those serving in public office due to this attitude which itself has resulted from (a) the distaste on the part of many of our better people toward running for office and (b) their unwillingness to subject themselves to pressure groups, especially political. He thinks this "Political Unconsciousness" is a problem for us to try to overcome.

"Dr. W. G. Carr, Secretary, Educational Policies Commission, discussed citizenship training as having a pattern of five-fold areas.

1. The general or "over-all-program" of the American school with its democratic control resting in the common people, involving the principle that "all who are affected have a right to share in the making of policies" tends or should contribute

toward the American democratic way.

2. The method of teaching in the classroom should furnish pupil-practice in living democracy including respect for minorities.

3. Extra-curricular activities may be used freely in developing qualities needed by the good American citizen. But Dr. Carr warns that not all extra-curricular activities contribute to the *democratic* way of life. He points out that "youth activities" are common to the totalitarian as well as democratic states. The "Real Issues" are based on whether there are furnished opportunities for the right to vote and to make real choices.

4. Dr. Carr emphasized that the program of the school should not be set apart on an island but should involve use of the community as a laboratory and that the community should come back to the school freely so that there should be fuller inter-relationship.

5. Duties of citizenship should be emphasized more in our teaching. A study of pupils' statements in ninety schools showed two-thirds of the emphasis was placed by pupils upon their rights and privileges and opportunities in a democracy and only one-third upon their duties to others.

"Dr. Carr asserted that "Democracy is learned and taught, not inherited." He desired to counteract the assertion that democracy is inefficient for he believes that "it is ultimately the efficient way of conducting human affairs."

"Dr. G. C. Maxwell emphasized that we need courage. He quoted Mr. Paul McNutt, "Democracy is endangered less from without than from within—especially fears of our economic ability to succeed in meeting our needs."

"Our Score on Dr. Carr's Five Points if rightly and conscientiously made would doubtless show many constructive things we are failing to do. However, we thought that to direct attention to some good things (not nearly all) may point the way

to furthering our job of citizenship training—

1. Influence of over-all-program,
  - a. Missouri provides for school control to be largely democratic.
  - b. Economic support may be raised or lowered much as local voters determine.
  - c. Courses are mostly determined by the people.
  - d. Views of religious minorities are respected.
2. Methods of teaching
  - a. Recent classroom methods and courses of study have improved much in democratic procedures.
  - b. Classroom government is not so severe as it once was and pupils participate extensively.
  - c. A student council at high school participates freely in plans for school welfare.
  - d. Teacher domination in the classroom has been replaced by more initiative and teacher-pupil understanding and cooperation.
  - e. Many magazines and newspapers are used to stimulate interest in study of recent movements.
3. Youth Activities
  - a. Scout organizations emphasize helpfulness, honesty, straightforwardness.
  - b. The high school newspaper is participated in for student as well as faculty expression.
  - c. Clubs are formed as desired by pupils and are carried on largely with student freedom of choice by vote.
  - d. Remember, activities may be so conducted as to promote dishonesty, hatred, uncharitableness and overbearing habits, as well as their opposites.
4. School isolation
  - a. A P.-T. A. helps bring school and community together.
  - b. A physics class visited and studied the light plant lately, and visits are made to M. S. M. laboratories.
  - c. Pupils make articles in shop for home.
  - d. Parents come to work at our shop.
  - e. Our band plays for the Lions' Carnival and other city civic activities.

- f. Merchants have asked for and employed many of our pupils outside of school hours to assist during recent labor shortages.
  - g. Our art and music classes have helped special church activities.
  - h. Vocational Agriculture and Vocational Home Economics teachers supervise projects at home.
  - i. The music department will help the Masons and Eastern Star soon.
  - j. Speakers in specialized fields of local industry and commerce discuss their fields in our classes.
  - k. Vocational Home Economics girls invite mothers to their specially prepared dinners and give parties to preschool children.
  - l. Representatives of colleges address many seniors.
  - m. Faculty members participate in service and civic organizations.
5. What you teach about democracy
    - a. Teaching citizenship is not limited to Social Science classes in our school. Physical Education, Vocational Home Economics and other courses furnish splendid opportunities.
    - b. Grade school teachers are doing a good job in this field in health work, reading classes, history and geography, and playground activities."

In the afternoon round table discussions in five special fields on "How can we do a beter job of Citizenship Education?" were held. The special fields and the group leaders were as follows:

Through Democratic Administration of Schools?, Superintendent Willard E. Goslin and Professor Charles A. Lee; By the use of Democratic practices in classroom, shop and gymnasium?, Professor Frank L. Wright and Dean Irvin F. Coyle; Through what we teach in the course of study?, D. C. Rucker and Dr. S. A. Johnson; In students' school activities outside the classroom?, Mr. R. M. Inbody and Dr. Paul G. Steinbicker; By students' activities to improve their communities?, Dean Leo R. Kennedy and Mr. Don A. Livingston.

During the evening meeting a play, "For You to Live" was presented by Harold Bassage and the professional class of the St. Louis school of the theater.

## I Dare You!

**I** DARE YOU to read every word of this! I dare you to examine yourself in the light of this information! I dare you to do something about it!

If you hope to go to college, you should be very much interested in your chances of succeeding there. If you have no intention of getting more than a high school education, you will find a hint here of your chances for success in any occupation.

During the past several years the University of Missouri has been testing high school students' intelligence, studying their scholarship records, and has followed the course of 1,335 of those who later entered the University. We have a report of what happened to those students; and, therefore, this is not a statement of what might happen, but a factual relation of what DOES happen.

Some startling facts are brought out. It has been discovered that the greater the difference between a student's scholastic ability and his actual scholastic performance, the less the chance he has of succeeding in college. Here's a jolt in the back of the lap of those bright boys and girls who have been loafing in our school with the belief that they can turn over a new leaf and succeed in college. Off hand, one would be inclined to believe that any high school student who ranks in the upper 25% of all Missouri students in intelligence (scholastic ability) should be able to do satisfactory college work. Research, however, finds that a student who ranks in the highest 25% in ability but who has consistently ranked in the lowest 25% in scholarship is almost certain to fail in college. To be clear, only about six of every one hundred such students succeed in their freshman year in college. Students in the same scholastic rank but with somewhat less ability have a better chance to succeed in college, and students of just average

Here is a message one high school teacher had for his students. This article was written to promote greater effort among those students attending high school who were not working up to their indicated native ability.

Mr. Wilson, an English and Social Studies teacher in the Rogersville High School, presented this article to the students through the pages of their student publication.—Ed.

By THEODORE WILSON  
Rogersville

ability who have worked up to that ability and made average grades have a much better chance to succeed in college. About fifty of every hundred of this latter group do satisfactory college work.

We have in this high school a considerable number of students who are kidding themselves into thinking that all that is necessary is to get a passing grade and credit from each course. We have intelligent students who can't or won't concentrate for ten solid minutes on a lesson but expect to succeed in college or in business.

What happens to the bright boy or girl who loafs through high school and enters college expecting to turn over a new leaf? The vast majority of them "flunk out." Why is this true? Do they become less intelligent because of failure to use their intelligence? No, it is not that. They have developed poor attitudes toward school and poor study habits and they lack the educational back-

ground essential to more advanced study. While they were in high school, they didn't learn how to study, they didn't learn much subject matter, and they didn't develop the habit of working or the will to succeed.

After we are past the high school age, our habits and attitudes change very little. If you (and I do mean you) don't develop the intestinal fortitude to work up to your ability in your high school career, then don't expect ever to be anything but a loafer and a failure in college or anywhere else.

If you have been working up to your ability, that's fine. On the whole, the students whose high school scholarship is on a level with their ability have the best chance to succeed in college (according to



statistics) or anywhere else (if we may judge from observation).

If you have been a loafer, expecting to turn over a new leaf after you are through high school, be honest with yourself: if that

leaf ever is to be turned, you'll have to turn it now.

Loafers seldom succeed! Workers seldom fail! I dare you to determine to be a success!



## Gravois Mills Sponsors Community Day

**E**IGHT RURAL DISTRICTS participated in community day sponsored by Gravois Mills on March 28. Two pennants were awarded: one to the school making the best showing in academic work and the other to the school earning the most points in athletic events.

Situated in the heart of Morgan County is the Gravois Mills School District. It is not a large district but it is an important district especially to the people living within its boundary and to those rural districts adjacent to it. To the people of this vicinity education is, as it should rightly be, one of the most important phases of the communities' activities.

For the last three years the Gravois School District has been sponsoring a community day. This is a day on which the meaning of the word community takes on a broader scope. For, the community on this occasion embraces not only the local school district but the children and parents from many of the neighboring districts. Transportation has lengthened the diameter of this community.

Community day affords an opportunity for boys and girls in neighboring districts to bring to this central location, for the purpose of exhibiting, much of the tangible work they have completed through the course of the school year. The students also have an opportunity to demonstrate their skill in spelling, arithmetic, dramatics, athletics, and music.

In one large room of the school building booths were constructed. Each school was provided with a space and teacher and pupils were responsible for arranging the exhibit. The displays reflected the work that had been done in the areas of the fine arts, language arts, social science, and science.

As an illustration of the work displayed

one would find in the fine arts such things as: finger paintings, cut and torn paper posters, free-hand crayon drawings, groups of border and surface designs, music notebooks, nature studies done in water color, posters showing arrangement of instruments in an orchestra, original songs (words and music created, copied and sung by the pupils), and original rhythm band arrangements.

Three schools participated in the first community day; six schools entered the second year; and eight were present this year.

The schools participating this year were Oak Grove, Holst, Jenkins, Buck Creek, Proctor, White Hall, Hubbard, and Brushy. Oak Grove was awarded the pennant for the best academic display. In the athletic events Buck Creek won the largest number of points and a pennant.

Parents, teachers, and students made use of the occasion to compare work with other schools. Gravois Mills utilized one room for displaying some of the accomplishments of the local school but these exhibits were not entered in competition with visiting schools.

The principal of the Gravois grade school, Wray D. Silvey, formulated the plans for this annual affair. County Superintendent Lee T. Sims was present at this event and encourages its continuation.

Among the day's many fine results may be listed the orientation value. Pupils graduating from the rural districts are given an opportunity to begin familiarizing themselves with a new situation. Superintendent Silvey's annual report shows an increase of fifty students coming from rural districts this year over that of four years ago. He believes a good percentage of the increase is due to community day.

# Education and the National Emergency

THE PUBLIC SCHOOLS OF the United States have been established, developed, expanded, and maintained not primarily for the direct benefit to the individual educated. They exist in order to promote the common welfare of all—including those who do not have children and those who attend or send their children to non-public schools. Upon no other theory can be justified the support of public schools by taxes upon the property and income of all in proportion to their ability to pay.

Rarely, if ever, have the schools and those in charge of them had a better opportunity than today to demonstrate the possibilities of public education along the lines of its principal purpose and reason for existence. The nation and its people are in the state of precarious emergency far more serious than that of any time since the years of the war between the States, and indeed definitely more serious than at that time. The next few months or year or so will reveal whether our profession is composed of statesmanlike educators as many seem to believe or of flabby, provincial pedagogues and schoolmarms; whether we can re-organize our educational programs, activities, objectives, and efforts to meet an emergency in which time is essential; or whether we are so lacking in social understanding, vision, courage, energy, and functional patriotism to take advantage of the present opportunity to demonstrate the soundness of the principle of public schools supported by public taxation.

The needs are not only imperative but obvious. One cannot, without confession of incredible stupidity, truthfully say that he does not know what needs to be done or how to go about it.

While there is a definite need for more and better technical training for men along the lines of mechanical engineering and production, and in the elements of military activities, these constitute the simplest and far from the most important areas. In

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actual combat, as well as in developing a degree of preparedness that will prevent war, men are as important as machines. The differences between Poland, Czechoslovakia, and France on one hand and the Germans on the other lay not only in war machines but to a greater extent in the men who manned them. American youth is soft, to an alarming extent physically, and to some extent spiritually; as yet the schools, or any other agency for that matter, have not taken any "emergency" steps to correct this vital defect.

The great mass of the American people must be upgraded markedly in their capacity for understanding what war or preparation for war means to the economic life of the country and what are the paralyzing dangers involved in shifting gears in a nation from such a period of preparation for war to a period of normal industrial and economic activity. At present it seems almost certain that when our present war preparation activities subside to a normal peace time status, the condition of economic depression and of unemployment will make 1929-33 seem like a casual ripple on the surface of still waters. Yet, in most schools more pupil time is still being devoted to the study of foreign languages and of algebra and geometry than to economics and to political problems. How stupid this lethargy will seem a few years hence!

The people must be prepared to make more intelligent decisions about problems of capital investment and of labor in time of emergency. How far and how long, for example, can those who control our industrial plants be permitted to remain inactive in an emergency like this and to haggle with the government, demanding as much

profits and safety in investment as in normal times. How far can labor be permitted to go in deciding whether in these times they can stop or slow down production with strikes and insistence upon a short work week, however legitimate these measures may be in normal times.

In a democracy the people are sovereign and in the main they must and do decide such matters. How are the people to know, unless they have given much careful thought and study to such matters? What should school people be doing in the way of forums and other programs of adult education, as well as in the schools proper, to render this valuable service which, without the slightest shadow of a doubt, the schools and the school people are in the best position and under the greatest responsibility to render?

In our immediate as well as our long range program of preparedness, one of the most important areas is that of relationship to other neutral nations. England finds herself in her present state of extreme danger and desperation largely because of an incredibly selfish and short-sighted foreign policy.

Our situation is equally precarious and our international relationship until the past few years equally short-sighted and unfortunate. Among European peoples we are regarded as a rich and selfish nation which they would as readily loot as defend. Practically every nation in Central and South America has suffered at the hands of American foreign investors who by aggressive methods, and often supported by political intrigue and bribery of their officials, have gotten control of much of their richest resources and business. They resent exploitation of their economic resources and look grudgingly and enviously upon the wealth of the "Yanquis" and "Gringos" of the great Colossus of the North. Ours is a nation culturally foreign to the Latin-American nations to the South of us. Franco and Mussolini, puppets of Hitler and creatures of English mistakes, are capitalizing those differences to our serious disadvantage.

The American people must unlearn a number of unfortunate fallacies. They must realize the meaning and the truth of

the idea of the equality of man. They must learn such important truths as a fact that a creditor nation, must import even a little more than they export—that nations without gold can pay for goods only with goods and services.

The sovereign American people have in spite of their public school system and their great universities, proved childishly innocent and ignorant in all these areas. Leaders that were either equally ignorant or had axes to grind or nests to feather, or both, have herded us into beliefs and policies which if not reversed in the immediate future, may, as was the case of England under Baldwin and Chamberlain and the international capitalists and bankers whom they represented, prove to be a direct and short road to disaster.

Lastly and most important, there is now a life-and-death need for a heart-deep national unity and patriotism—an impelling consciousness that what we enjoy here and stand for in the United States is worth fighting for, worth dying for, if necessary. All of us must be made emotionally and rationally conscious of that indebtedness. We must present to any man or nation contemplating aggression, the presence of such a national fervor and unity as well as of physical preparedness as will thoroughly discourage any thoughts of aggression from abroad. This is of unusual importance when the principal threat to our security comes from a past master of the divide and conquer technique.

We must not lose sight of the fact that millions in this country have from an economic point of view so little to fight for!—disappointed unemployed youth, beaten and discouraged share-croppers, and landless farmers, migrant and casual labor, and other important groups of men and women who have little experiential basis for appreciation of such ideals and boasts as "The American standard of living," "Equality of opportunity," "Brotherhood of man."

Was there ever more important work for schools and school people—more challenge to men and women of red blood, more chance for public education to justify itself? Do we have the wrong kind of people in the classrooms and in the administrative offices? If not what's holding us back.

## Teachers With a \$300,000 Business

THE AMOUNT of loans made by eighteen of Missouri's twenty-two teacher credit unions last year was \$289,694.59 according to the returns from an information blank sent to the treasurers of these unions.

This figure indicates the need and use of these organizations. Here we have groups of teachers doing business for and among themselves. A business carried on in a democratic manner.

These organizations had a small beginning with respect to membership. The sum of the initial memberships being 407. They have now increased their membership to over 3,680. This increase has come within the scope of a few years. Many started with as few as seven or eight members.

These 3,680 teachers have pooled their resources. They have organized small savings and loan companies. In order to be a member a teacher must purchase at least one share at a cost of five dollars and there is a small entrance fee of twenty-five cents. Only members are eligible to borrow. Last year 1,934 loans were made by these eighteen credit unions. Loans up to \$50 may be made on the signature of the borrower if the credit committee so approves. All loans made for more than fifty dollars require a co-signer or collateral. There is no red tape to cut through in order to get a loan since the credit unions are composed of a relatively small number of individuals who are acquainted with each other. The principle of acquaintanceship is thought to be essential to the successful operation of these unions.

The interest rate charged is lower than the rate used by many concerns engaged in this field of business. The maximum rate that can be charged is one per cent per month on the unpaid balance borrowed. Some of the credit unions have a lower rate than this. Others charge one per cent on loans up to \$100 and one-half of one per cent on loans of \$100 or over. At least five credit unions have lowered the rate of interest charged.

Credit unions help teachers to save as well as affording an opportunity to borrow when they find it necessary. Teachers are encouraged to save systematically. Provi-

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By INKS FRANKLIN  
*Assistant Secretary, M. S. T. A.*

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sions are made whereby a teacher may purchase out of each month's pay check one or more shares of stock. If it is impossible for one share to be bought outright arrangements may be made to pay for it over an extended period of time. Surely, with this plan, there could be no excuse for any teacher to be without one share.

Shares totaling 82,055.39 have been paid for by teachers in these eighteen credit unions. This represents a total of \$410,277.06 from which loans may be made. This \$410,277.06 was successfully loaned. It earned in the form of dividends declared \$16,605.20 for its owners. This is a net rate of four per cent. It is difficult in this period to find investments as safe as this which will yield this much.

The risk involved in investing in a teachers credit union is negligible. Of the \$289,694.59 loaned last year only \$233 was uncollectable. This represents less than one-tenth of one per cent for loss. This low figure commands respect in any group. The national average for losses is less than two-tenths of one per cent.

Furthermore, the credit unions are under either state or federal supervision depending upon the source of their charter. Credit unions are examined at least annually by federal or state authorities to see that they are operated properly. The eighteen credit unions considered in this article all have charters granted by the State of Missouri.

Officials are bonded to provide further protection. A teacher may withdraw her savings at any time with no penalty attached.

The length of time for which loans are made varies with the organization. Some set a maximum length of twelve months as the time for which a loan may be made; other have a maximum of twenty-four months; and others leave the fixing of the maximum term of a loan to the credit committee.

Loans are made only for provident or



productive reasons. Typical purposes are: travel, education, clothing, medical care, auto, home, funeral expense, taxes, insurance, consolidation of debts, vacation, and marriage.

Teachers living within organized teachers credit union districts who have not taken advantage of the services offered by these organizations should do so at once. They are a safe and going concern. Below is a typical example of the growth in membership and loans of one teachers credit union for the past nine years.

#### ST. JOSEPH TEACHERS CREDIT UNION

Year	Members No. of	Loans No. of	Amount of Loans
1932	60	8	\$ 1,450.00
1933	67	17	2,960.00
1934	74	20	3,520.00
1935	89	31	5,681.00
1936	117	48	6,106.00
1937	154	88	14,757.00
1938	161	75	14,918.00
1939	197	88	17,477.00
1940	225	94	21,050.00

It would probably appear that these credit unions would always have at their disposal enough funds to meet the requests for loans. However, such is not the case. The treasurers of eight of these eighteen unions being discussed, indicated that it was necessary for the union to actually borrow money occasionally from an outside agency in order to meet the demands for loans. One treasurer said "The demand for loans always keeps pace with the increase in shares and shareholders." Hence, prospective members need not worry about creating a surplus which can't be loaned.

One of the questions asked on the information blank was: Do you have requests for loans from people outside your credit union district? The nearly unanimous answering of the question in the affirmative leaves little room for one to doubt the urgent need for the formation of additional credit unions in Missouri. Regulations will not permit a teacher outside of the organized district to borrow from the union. However, there are cases of teachers borrowing through a friend who happens to be a member of the credit union.

Is it difficult to organize a credit union? The answer is no. Free organization assis-

tance is available from the Credit Union National Association, Madison, Wisconsin; the credit union section of the Farm Credit Administration, Washington, D. C.; or our local Missouri Mutual Credit League, 232 Lathrop Building, 1005 Grand Avenue, Kansas City, Missouri. The N. E. A. through its committee on credit unions, issued in May, 1940, a bulletin entitled "How To Organize Teacher Credit Unions." Many helpful suggestions are contained in this publication.

The field of membership is always defined by the charter. It may be a town, city, county, or any other geographical area. Greene County has three successful teachers credit unions operating within its boundary.

Three factors are considered essential to the successful formation and operation of a teachers credit union. First, there should be a prospective membership field of at least fifty teachers. Second, the group should be associated by a common bond. There must be a common interest. Third, capable and interested leadership must be available. We have in Missouri many groups that meet these simple criteria. Why not form more credit unions?



# Religion in the Public Schools

*In our school system we provide opportunities for the encouragement of spiritual qualities and religious appreciations.\**

THE ASSUMPTION that there is no religious education in our public schools arises out of a misinterpretation of the history of American education. Eighteenth century thought, out of which the ideals and policies of the American public school developed, was not anti-religious. It was simply non-sectarian. This is the meaning of the word secular. That there was a full recognition of the place of religion in the public schools by the early secular theorists is set forth in the Northwest Ordinance of 1787. One section of the ordinance reads, "Religion, morality, and the knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall be forever encouraged . . ." This mandate was neither forgotten nor neglected by Horace Mann, Francis Wayland Parker, and John Dewey, outstanding leaders in American educational thought and practice. It has not been forgotten by the great body of the American public school teachers. They have interpreted this mandate in the following light:

"To many people it has seemed that the public schools could make no forthright effort at character education inasmuch as such schools were not permitted to teach religion. The teaching of religion, hence character, it is maintained, was the function of the church and private schools. But upon more careful thought it will be observed that the teaching of religion by public schools is limited only with reference to sectarian teachings. The great funda-

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mental principles of religious living are in the very life of our public schools. In fact, it may be argued that our public schools constitute the most gigantic, organized application of these principles the world has ever known."<sup>1</sup>

There is some need for defining such a general and variously used term as religion. The term as used in this article implies "a consciousness which comes to the dutiful, to the loyal, to those who are true to the highest values they know, that in being thus dutiful and loyal to their values, they are doing what they were meant to do, and are putting themselves in line with the eternal and have his backing behind them."<sup>2</sup>

Who can say on the basis of this definition that there is little of the religious element in the American public school? It was the crying theme of Horace Mann's life to do something big and noble for humanity before he died. He labored under this conviction. This conviction is the driving force of American public school teachers today. Says Rosenlof, "The American schools, for the most part, have been supervised and instructed by men and women of deep religious conviction who have felt the need for a truer recognition of the worth of moral and spiritual values and who by example and precept have led our boys and girls to appreciate them."<sup>3</sup> Sweets recognizes public school teachers as follows: "Any reference to public education in America which failed to note the high character and essential service of many of the teachers in our schools would be woefully insufficient. Many of these are rendering a difficult, unselfish, untiring, efficient service that has not been excelled in any land in any age of the world."<sup>4</sup>

One of the leaders in present day American religious thought sees much of religion in the present day American public school.<sup>5</sup>

\*Adapted from Nineteenth Yearbook of the American Association of School Administrators, *Education for Family Life*, 1941, p. 169.

1 Foreword of *The Tenth Yearbook*, Department of Superintendence of the National Education Association, 1932.

2 Baillie, John, *The Roots of Religion in the Human Soul*, New York, Doran, 1926, pp. 112-113.

3 Rosenlof, G. W., *Character Education, The Adult's Part*, National Child Welfare Association, Inc., New York City, 1934, p. 23.

4 Sweets, H. H., *The Church and Education*, Presbyterian Committee of Publication, Richmond, Virginia, 1939, p. 102.

5 Dr. Bernard C. Clausen, Pastor, First Baptist Church, Pittsburgh, Pennsylvania.

To him the public schools promote a religion of unity, of equality, of consecration, and of brotherhood. On the subject of equality he said that "When a family has twelve children, they are all welcomed to school, whether or not the father pays any tax. When a family has no children, it nevertheless pays a tax. The system of public education is an authentic gesture of social responsibility. The man that has most, must pay most. The child that needs most, gets most—the best teaching, the longest patience, the finest equipment, the best trained skill."<sup>6</sup> Teachers, he believes, have consecrated themselves to a life of service without any thought of profit and with modest reward. And for that brotherhood, the public school, singularly among the institutions of modern society, welcomes all, rich and poor, black and white, Jew and Gentile, with no questions asked and no barriers raised.

Teachers are also interested in out of school religious education. In a survey, conducted by a graduate student in a large class made up of school administrators at the University of Missouri, it was found that the great majority of school administrators take an active part in the formal religious education activities of their communities. Out of a group of 257 school administrators, "43 indicated that they served as leaders in some type of religious activity in their communities. Fifteen indicated that they served as advisers and 109 were teaching some phase of religious instruction. Twenty-seven served as members of boards of religious education and 28 indicated that they took some other part in religious education that was not enumerated above. It is very interesting to note that 93 others took no part in a religious education program but were sympathetic toward it. Only 19 members of the entire group indicated that they took no part and were not interested."<sup>7</sup>

Other evidence of religion in the public schools is to be found in the annual re-

ports of the many thousands of school districts in the United States. Samplings of these reports show regular observance of those holidays most important to a promotion of the religious spirit in education. Before and after the Thanksgiving, Christmas, and Easter holidays public schools regularly conduct programs in keeping with the ideals and spirit of our Christian faith. Glancing through these reports one reads poems and expressions of thought indicative of a deep and abiding religious spirit. Here is a sampling of a poem written by a school man at Christmas time.

#### A CHRISTMAS THOUGHT

*Like waters of a mountain stream  
The sands of Time flow on;  
Like visions from a pleasant dream  
The fleeting year is gone.*

*When witching Winter breathes a blast  
On crisp and crunching snow,  
We fain would recollect the past  
As fireside embers glow.*

*'Tis then we think of kindly friends,  
Some near and some afar,  
And of our loved ones who have gone  
To some far distant star.*

*And then we humbly think of Him,  
Who always was; who is  
Still Master of the universe,—  
For suns and stars are His,—  
Who made the soil and sounding sea;  
Whose mighty hand doth give,  
That earthly mortals such as we  
Might know how man should live.<sup>8</sup>*

That knowledge alone is not sufficient to the attainment of a full and rich life is attested to by the many statements and comments of public school men and women. John J. Tigert, former United States Commissioner of Education, made the statement that "to enlighten the mind, to emancipate the thought of man without the proper direction of will, is but to magnify the injury he will do in the world. Education for knowledge efficiency alone will possibly enable a man who might have been a house robber or a highwayman to become the head of some great business concern where he can steal on a big scale, or to reach some position of political power in which he may wreck society.

"If we cannot teach the old-fashioned virtues of honesty, justice, decency, and the

<sup>6</sup> Clausen, Bernard C., "The Religion of the Public Schools" in *The Journal of the National Education Association of the United States*, (February, 1939), Volume 28, p. 50.

<sup>7</sup> Hilton, Wallace A., *Is There a Demand and Need for a Course in Religious Education at the Graduate Level*, 1938. Manuscript on file in the Department of School Administration, University of Missouri, Columbia, Missouri.

<sup>8</sup> Taken from the Official Publication of the Maplewood, Missouri Public Schools, 1931-1932, Vol. I., No. 20.

Christian doctrine of love along with modern thought, then we had better dismantle our splendid and magnificently equipped schools and return to the old log school-house. We had better have citizens who have character and little erudition than citizens whose knowledge is a peril to society."<sup>9</sup>

One who reads the many provisions and decisions concerning religion in the public schools is easily confused. The first conclusion is that the schools are fundamentally secular and void of religious interest. Yet a doctor's dissertation has this to say about the subject of secularism.

"In judging these citations from laws, constitutional provisions, and judicial decisions, we should err were we to dwell on individual procedures as typical or to consider an item of state history without a consciousness of broader national movements. A survey of the more important phases of the secularizing process extending over more than a century and a half of our national life permits the more mature judgment. After considering the civil administration in its entirety in so far as it is related to our schools, we see not the intention to oppose religion but the prevention of discrimination between denominations."<sup>10</sup>

As we see it, the redemption, in fact, the *existence of our nation*, depends on the public schools, and depending on the public schools it depends on the teachers, supervisors, board members, janitors, clerks and children. History will show that a proper conception of democracy contains all the elements of our Christian faith. Education is broader and deeper than any particular calling in life, as illustrated by the following statement by a public school official: "Education must mean a gradual adjustment to the spiritual possessions of the race, with a view to realizing one's own potentialities and to assisting in carrying forward that complex of ideas, acts, and

institutions that we call civilization. . . . The spiritual possessions of the race are five-fold: scientific, literary, esthetic, institutional, and religious. Without them all, one cannot be truly educated or cultivated."<sup>11</sup> Education today stresses the spiritual rather than the political foundations of democracy. School men and women increasingly recognize the dignity of man and his individual worth. Even more, this dignity of man and his individual worth are believed to be his as a child of God.

Today, we need to clarify the rather popular idea that under our form of government there is a separation of affairs of State and Religion. This, says a recent Missouri judge, is "erroneous, misleading, and untrue. Religious beliefs are and always have been so varied among men that our forefathers wisely provided for freedom of religious belief among citizens, and a line was drawn between affairs of State and sectarianism or denominationalism by our constitution. But we pray the day may never come when religion fails to be the guiding principle of our government."<sup>12</sup>

Historically the home has been an important agency in the development of religious ideas and ideals. The school does not seek to replace the home but is conscious of its apparent and alleged neglect of this important function. For many children, apparently no religious training will be available unless it is given by the schools. In this way, possibly the school will aid in strengthening the home indirectly by giving those who will later be parents some of the fundamental and essential concepts of religion.

As we see it the perpetuation of our nation is dependent on the home and all that it means in the education of children or as an alternative, on some other custodial agency that is alive and alert to its sacred responsibility, 7 days a week, 24 hours a day. Other nations may have substitutions for the home and may feel that the weakening influence of modern home life has ruled it out of consideration. It is the contention of this paper that the American solution of this problem is not "shunt" the home because it is negligent, but to revive it thru the education of the parents and those who will be parents. This point of view is supported by the following state-

9 Ibid, Vol. I, No. 3.

10 Confrey, Burton, *Secularism in American Education: Its History*, 1931. Used by permission of the Catholic University of America, Washington, D. C.

11 Flowers, William R., "Education for Democracy," *Baltimore Bulletin of Education*, a Journal of the Public Schools of Baltimore, Maryland, Vol. XVII, No. 2, November-December, 1939, pp. 25-26.

12 Judge W. H. Hughes of Montgomery City, Missouri, Opinion in Circuit Court Osage County, Linn, Missouri, 1939.



ment from the most recent year book of the American Association of School Administrators.

"It is recognized that the lessening of religious belief and the weakening of earlier family life have been concurrent social developments. . . . Without religion that can function in the modern world the individual is apt to become selfish, self-centered, and easily discouraged. . . . The future of family life will be more secure if the generation which is coming up can be brought back to some sort of spirituality."<sup>13</sup>

In closing a four months series of addresses over WEA and the Red Network, Dr. Alfred Grant Walton said:

"Young people of America, in this series of addresses which I have brought you during the last four months and which today I am bringing to a close, I have discussed a wide range of subjects, all of which have been definitely chosen because of their relation to your life and your problems. . . . But some of you may have felt that the topics have not been particularly confined to the religious field, but have been of a very general character. However, it is my contention that anything that makes for the larger, fuller, richer life of the individual and of human society may be classified as religious and even though I have not talked on Biblical and doctrinal themes, I have been talking about religion in the truest sense. I hope that all of you will have that broad and generous conception of religion that understands its far reaching implication. Religion is not something narrow and sectarian, something restricted and confined, but something that is as big as life itself and as infinite in scope as the eternal purposes of God. . . .

". . . there are two or three aspects of the religious life that I want particularly to stress. First, I call upon you to develop a religion that is reasonable and rational. And let those who have the responsibility of instructing youth in religion bear this

thought particularly in mind. That religion will ultimately break down that does violence to the high intelligence wherewith man has been endowed. If religious teachers present ideas that conflict with what God has taught in other ways, in His book of nature, in His book of science, or in His book of history, youth will become confused and will ultimately rebel. God does not speak in contradictions. I am absolutely convinced that when our Bible and our Christian conceptions are rightly understood, there can be no conflict whatsoever with anything that God has revealed through other channels of human experience. . . .

"Then, young people, I call upon you to make your religion practical, not something that is up in the clouds, not something that expresses itself merely in stereotyped phrases or in occasional attendance at a service of worship, but a religion that is lived every day in deeds of sympathy, kindness, love and goodwill for every living soul. . . .

"Again, I ask you to make your religion something that is radiant and cheerful. . . .

"Finally, I call upon you to fill your religion with a spirit of daring and adventure. . . . We should see it as a thrilling challenge to go out and achieve great things, to make this world something greater and nobler than it has ever been before. There is poverty in the world, millions without enough to eat and without adequate clothing and shelter. Why not try to correct it? There is injustice in the world, the oppression of the weak, the abuse of minorities, a spirit of intolerance and hatred among men. Why not become a crusader against these great social wrongs?"<sup>14</sup>

Mothers, fathers, teachers, preachers, we too, all of us are interested in and responsible for youth and for "religion in the truest sense." Dare we live up to our sacred trust?

13 Nineteenth Yearbook, Ibid, pp. 56-57.

14 Dr. Alfred Grant Walton, "And What of Religion," A Radio Address 12-30-12:45 P. M., E.S.T., Saturday, January 25, 1941. Used by permission of Dr. Walton.

40,000 Missouri school children are benefiting from the hot lunch program sponsored in approximately 650 schools.

# Death Ends Careers of Two Well Known Educators

## CHAS. A. COLE

**S**UPERINTENDENT CHAS. A. COLE, known and beloved not only by the citizens of Franklin County but by educators over the entire state of Missouri died March 5, after a brief illness.

Mr. Cole spent his entire life in Franklin County, forty years of which he devoted to his job as superintendent of the Union public schools. He was the oldest school superintendent in years of service in Missouri.

Chas. A. Cole was born near Gerald on December 21, 1867. In addition to teaching for six years in rural schools he served one year as a teacher in an academy, established by the Evangelical Synod of North America at Washington, and was superintendent of the Washington school for three years. He was Franklin County Superintendent of Schools from 1915 until 1919.

He was "part and parcel" of his school and his community. He always found time to serve the needs and interests of those around him. Responsibilities were invariably accepted by him in his efforts to promote the activities of the churches in his town.

Civic affairs and duties in connection with the Union Chamber of Commerce, of which he had long been a member, only afforded additional opportunities for him to render that service for which he was noted.

O. E. Burke, County Superintendent of Franklin County in speaking of Mr. Cole once said, "The growth of the public schools of Union since 1898 and the career of superintendent Chas. A. Cole have been so closely interwoven that every advancement in his career has resulted in progress and the extension of education opportunities to the boys and girls of Union. The splendid school system here in Union is largely his handiwork."

About two years ago Superintendent

Cole saw the fruition of his plans for an adequate building program in his district.

## CORA E. MORRIS

**T**HE CAREER OF an outstanding Missouri educator ended March 24, with the death of Miss Cora E. Morris who had been active in that work for more than twenty-five years. She needed two more days of life to reach the half century mark.

She was a native of Bois D'Arc and she died there although her school work had taken her into many communities.

Miss Morris attended the elementary school at Bois D'Arc. For her higher education she enrolled at the old normal school in Springfield and later the University of Missouri where she earned her master's degree in the school of education.

Many Ozarkians will recall her work as a rural school teacher. She had taught in many country schools scattered over Southwest Missouri.

At one time she was superintendent of schools at Bois D'Arc and later at Willard. She also served as principal of the Lebanon high school for a short time.

From 1925 to 1934 she served in the State Department of Education as a rural school inspector.

For several summers Miss Morris was a member of the University of Missouri summer school faculty at Rolla.

She was active in Missouri State Teachers Association work for many years. From 1929 to 1937 she served on the Reading Circle Board and was Chairman of this board for three consecutive years. The Southwest Missouri District Teachers Association honored Miss Morris by electing her president of that district for 1933.

Other of her educational activities included membership in the Alpha Chapter of Pi Lambda Theta at Columbia, Missouri, and also membership in Epsilon Chapter of Delta Kappa Gamma.

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## How Essential are Schoolroom Manners?

Is SCHOOL a preparation for life, or is it life itself? The answer to both these questions is yes. School life is preparing the child for his future life but school also is a definite part of life itself. Therefore the things we teach children should not only prepare them for their "grown up" life but make their "child life" more successful.

Does the average teacher instruct children in all necessary common courtesies?

Do the average parents teach their children necessary manners? The obvious answer to both question is no. If all parents did teach their children good manners, the teacher's burden would be much lighter. But the fact is, always has been, and always will be, that there are those parents who, through lack of knowledge, indifference or neglect fail to teach their children the proper courtesies.

This failure on the parent's part must be compensated by the next most influential person in the child's development, his teacher. The teacher must accept with the parent, the responsibility for the child's good "up bringing."

There is a reason for proper courtesy habits being instilled in children. People are judged now, as always has been the case, on personality traits chiefly, actual factual or book knowledge playing a secondary part. Everytime a child acts, his manners reflect his background. So let's make him a more successful child, thus a more successful adult by moulding into his character definite courtesy traits that will at once stamp him as a well educated child.

You say, "very well, we, the teachers, concede that he must be taught manners, now how can we do it successfully?"

A number of ways present themselves—but first before the teaching begins, the teacher must instill in the child's mind the idea that "gentlemen aren't sissies" but are the most admirable and manly of all men. Yes, I know that many boys, from the wrong influences have often been led to

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By SUZAN J. FOX

Duenweg

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believe that if they act too "nice" they may not be considered to be just "manly" as a real man should be. If they have developed this viewpoint their fears can and must be explained away by their teachers. Many of their cherished heroes such as Abraham Lincoln can be cited as perfect gentlemen or models of courtesy and good manners. The study of the lives of these, and the lives of other successful people, will soon convince the boys that "real gentlemen" are to be envied and that they can attain this reputation and be proud of it. When they realize how important common courtesies are, then a regular study of courtesy should be given.

This study need not be prosaic or dull, *Not at all.* Courtesy posters, courtesy plays, clubs, games, programs, parties, and competitive contests all concerning use and disuse of proper manners will bring to the child in an interesting manner his lack of courtesy and teach him all the proper procedures. Entire units can be made around the idea of common courtesies. Then, when all the fundamental every-day-courtesies have been put before the children, the teacher should be ever vigilant to see that they are remembered and put into practice at all times. If the teacher uses the right attitude no child nor his parents need be offended.

And—the teacher should set the example by observing at all times in her contact with her students all the rules she has taught them.

Any teacher who does this can pride herself on having given the students something more than "book learning" and something equally important; she has given them "learning" that will forever affect their lives when they have forgotten most of their factual knowledge.



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# An Idea About Guidance

WITHIN THE PAST six years the educational mill has been grinding out a constant stream of theoretical thought patterns about guidance as a necessary function of the public secondary schools. The contributions to this guidance idea have come from many sources and today many volumes are finding their way to our library shelves in the hope that the school personnel might catch the idea and attempt to convert it into some form of action.

Now guidance has always been a functional part of educational processes, but it has never been given a very prominent place on the *must list* of educational objectives, such as information, scholarship, preparation for college, graduation, preparation for jobs, democratic citizenship, curriculum, and public appeasement. Today the spotlight of public opinion is being focused on the educational institution and the results (as shown by the reports recently made by the Regent Board of New York) found the school very inefficient.

The school personnel can say with some truth that the school is as efficient as political, religious or business institutions, but that is certainly a poor excuse to put up for a faulty institution. Of course the product of our school is human beings, and the school is only one factor among several on the assembly line which produces the finished product. If the school were a hundred percent efficient, society would still get a poor product because the home, church, neighborhood and community are also factors in the production of good men and women. Even if the other social factors are inefficient that fact still does not excuse the school from contributing its very best effort and intelligence to the task set before it.

In order to discover a new approach to the problem of a more efficient school system educators are giving guidance first place as the functioning factor. This emphasis on guidance is new and experimental and with faculties trained and habitually set in college preparatory molds it will be some time before guidance as a central factor of the school will be realized. It must also be realized that not only is

By TAYLOR THOMPSON  
Social Science Teacher  
St. Joseph

the personnel of the school poorly trained for such a change; the entire school program is not ready for it. It will require a complete revision of the psychological and physical environment of our present school set up. The school personnel in many parts of the country are dabbling with certain phases of the new idea such as changing the central control of absences, homerooms, programs, student case cards, increased teacher responsibility, girl advisor, curricula planning, etc. Some of these things are creditable, but no headway is really going to be made by such conservative moves. It will only confuse the problem and cause further prejudice and dislike for the entire movement. If the personnel and students are to be wholehearted supporters of the movement; then a complete program must be put into force and the mistakes ironed out as the plan proceeds.

Another line of thought that is now commanding a great deal of attention in our school is Democracy. The outside pressures today are so strong that the United States is being challenged to take stock of this sacred way of life to which they have so seldom given any attention in the past few prosperous years. The complex thing about this American Democracy is that nobody knows what it really comprises. We live it in a sort of haphazard way, but when it is challenged, we can't get it focused clearly enough to show its real essence. There is one thing that every man and child can say it contains and that is Individualism. This term individualism allows wide scope for a thousand practices that aren't democratic. It is at this point that democracy will fail if enough pressure is placed on it. Sometimes however when pressure becomes too strong democracy unifies and forms into collective democracy. This type is tough and hard to destroy because it contains a real spiritual content

and brotherly cooperation. It is this pattern of democracy which deserves our worthy support. The individual pattern is only worthy in a very young country.

Now a guidance program will have to include in its movement the study and practice of the collective pattern of democracy. Our school personnel today has been trained in the individual pattern and therefore cannot be expected to support real guidance of students. For instance, the thought pattern current around the words teacher and principal do not lend themselves to a real guidance program. These patterns will have to be changed to something like advisor or sponsor or director. Terms that will cause the relation of student and teacher to find new channels and produce new results.

Some other changes that might be suggested for a new guidance program are as follows:

1. Each advisor should be given the custody of twenty-five boys and these boys would be his charges as long as they remained in the school. They would

meet with him at the school. They should be disciplined by him, and not by the office. They would confer with him regarding their school problems.

2. The advisor should have the power to send a boy home if he thought it necessary. (The advisor notifying the office).
3. The advisor should have case histories on each boy filed for reference.
4. The advisor should know personally every parent, call at their homes, get acquainted, talk with them about the boy's training, and help direct the education of the parent in favor of guidance.
5. The advisor should form these boys into a club and help them direct their religious attitudes. This club should meet in the homes of the boys whenever possible. The cafeteria should have a place assigned to the advisor where he and his boys would eat lunch at noon.
6. The advisor should organize these boys into teams and play games in competition with other groups in the same

(Continued on Page 178)

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# Teaching Units in Conservation for Missouri Teachers

**A** NATION-WIDE consciousness of the importance of educating the youth of our land in the principles of conservation has developed to a remarkable degree in the past few years. Secretary Ickes in an address delivered for the Education Conservation Society, February 17, 1934 said:

It ought not to be necessary to argue that our children in the schools be taught the importance from a practical point of view of making a wise but nevertheless selective use of the bounties of nature. It ought also to be taken for granted that their education would not be complete if they did not learn from those competent to teach, the spiritual qualities that abide in mountain, stream, and plain. I am sure that many will agree with me that those schools which fail to furnish the instruction and the inspiration that comes from an intelligent consideration of the subject of conservation, are in reality as backward as the log schools of our great grandfathers, however advanced they think they are.

Missouri teachers through their repeated requests have shown their awareness of and their interest in this problem. They are anxious to do their part in the conservation of Missouri's wildlife, forests, soils, waters, and other natural resources.

Any worthwhile program of conservation in the schools demands that scientifically accurate and sound information about the fundamental principles and facts of conservation be made available. It is also recognized that information alone may be of little value unless there is developed the proper attitudes and appreciations. Conservation is an appreciation subject, with an attitude of mind as one of its dominant objectives.

The Missouri Conservation Commission has recognized its responsibility and is making available to all teachers of Missouri a series of units dealing with the educational aspects of the various areas of conservation. The following comes from the foreword:

These leaflets are offered for whatever aid they may be to teachers who desire to include conservation of natural resources in their study schedules. The whole plan of the suggested studies is based on the realization that conservation is not a separate subject but is one that

By DR. F. OLIN CAPPS  
University of Missouri  
Columbia

is closely associated with our everyday living in almost every activity or occupation we undertake. Therefore, most teachers find that studies in conservation are best integrated with already-existing courses. Some however, find that special circumstances make it desirable to teach separate courses in conservation. It is the hope of the Commission that this series will aid in either approach.<sup>1</sup>

Seven units have been prepared or are in preparation for publication. These units are as follows:

1. Conservation, No. I, Introduction
2. Conservation, No. II, Soils
3. Conservation, No. III, Water
4. Conservation, No. IV, Forests
5. Conservation, No. V, Birds
6. Conservation, No. VI, Mammals
7. Conservation, No. VII, Fish

The first three of these units have already been published. Supplies have been mailed to city and county superintendents of schools. They may also be obtained without charge by addressing the Missouri Conservation Commission, Division of Information and Education, Jefferson City, Missouri. The other four and possibly a fifth on wildflowers will be available by summer and may be obtained from the same sources.

Each unit presents a statement of the educational objectives, a brief outline of subject-matter, a group of suggested pupil activities, and a list of references. Many of these references may be obtained free or at a very small cost (usually 5c or 10c). The material is so arranged that it can be used as a complete study subject or to provide supplementary material for other studies, such as biology, agriculture, general science, geography, civics, history, etc.

The introductory unit is designed to

1. Missouri Conservation Commission, *Conservation, No. I, Teacher's Manual, Introduction*. 1940, pp. 7-8.



present certain of the basic ideas of conservation and to point out the importance and interrelationships of the various phases. It also contains a history of the conservation movement in Missouri. One of its major contributions will be that of acquainting teachers with the general philosophy of the program of the cooperating agencies.

The units on soils and water are presented first in the series because soil and water are the keystones of any wise program of conservation. All living things depend upon them.

The major point of emphasis in the soils unit is that of the importance of the soil as a source of most of the necessities of life. The areas considered are:

- I. General Soil Study
  - A. The importance of soil
  - B. The composition of soil
  - C. Agencies that form and transport soil materials
  - D. Classes of soil. Soil texture
  - E. The soil profile
- II. The Soil Water
  - A. Kinds of soil water
  - B. Movements of soil water
  - C. Results of rainfall
  - D. Artificial drainage and irrigation
- III. Soil Conservation
  - A. Factors which damage the soil and impair fertility
  - B. Extent of erosion damage in the United States and in Missouri
  - C. Land-use practices mainly responsible for erosion
  - D. Principal results of erosion
  - E. Control of erosion
- IV. Soil Improvement
  - A. Increasing organic content
  - B. Increasing mineral content
- V. The Relation of Soil Conservation to Water Conservation
  - A. Three special problems in water conservation
- VI. The Relation of Soil Conservation to Forest Conservation, Wildlife Conservation, and the Conservation of Mineral Resources

The importance of the "water cycle" and the relationships between water conservation, forest conservation, soil conservation, wildlife conservation, and the conservation of mineral resources are considered in the unit on water. Understandings and appreciations are to be developed through a

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study of the following:

- I. Classification of Water Resources
  - A. Rainfall as a direct source of water
  - B. The ocean as the ultimate source of most water
  - C. Rivers and small streams
  - D. Natural and artificial lakes
  - E. Ponds
  - F. Ground water
  - G. Soil moisture
- II. The Water Cycle
  - A. A continuous cycle
  - B. Sources of atmospheric moisture
  - C. What happens to rainfall
- III. The Importance of Water Resources
  - A. Water as a necessity for plants and animals
  - B. Water and navigation
  - C. Water and irrigation
  - D. Water and industry
  - E. Water and recreation
  - F. Water and the cities
  - G. Water and wildlife
- IV. Special Problems in the Conservation of Water Resources
  - A. Flood control
  - B. Maintenance of stream channels
  - C. Reclamation of wet and overflowed lands
  - D. Pollution
  - E. Conservation of soil moisture
- V. Water Resources of Missouri
  - A. Lakes and streams
  - B. Springs

The material included in these units and the suggested references would seem to offer much of value to teachers of biology, general science, general agriculture, and vocational agriculture on the secondary level. It should also be of value to elementary school teachers in the following subjects:

- I. Elementary General Agriculture
  - A. Seventh grade, Unit I, Farming as An Occupation
  - B. Seventh grade, Unit III, Farm Crops
  - C. Eighth grade, Unit VI, Changing Conditions in Rural Life and the Causes
  - D. Eighth grade, Unit VII, The Soil and Its Conservation
  - E. Eighth grade, Unit X, The Business of Farming

## II. Elementary Science

- A. Grade one, Unit V, Fresh Water to Drink
- B. Grade two, Unit III, The Earth on Which We Live
- C. Grade three, Unit I, The Importance of Water
- D. Grade three, Unit X, Life in the Woods
- E. Grade four, Unit V, The Water Cycle
- F. Grade four, Unit VI, The Part Water Plays in Life
- G. Grade five, Unit IV, Pure Water Supply
- H. Grade five, Unit VII, Rocks Help Make Soil
- I. Grade five, Unit X, Community Sanitation
- J. Grade six, Unit VIII, Water: Sources, Uses and Conservation
- K. Grade six, Unit IX, The Changing Earth
- L. Grade seven, Unit IX, The Mississippi River System
- M. Grade eight, Unit II, Layers of the Earth as a Story Book
- N. Grade eight, Unit III, Using and Saving Natural Resources

## III. Language Arts

- A. Intermediate grades, Themes, Man's Relation to His Natural Environment
- B. Grade eight, Seeking More Information About Interesting Subjects

## IV. History

- A. Grades seven and eight, Unit VIII, Rebuilding and Growth of the Nation
- B. Grades seven and eight, Unit X, The Revolt of the Common People
- C. Grades seven and eight, Unit XI, The United States and the Policy of Imperialism
- D. Grades seven and eight, Unit XII, The Power Age
- E. Grades seven and eight, Unit XIV, The New Frontier

## V. Civics

- A. Grades seven and eight, Government of the United States and of Missouri, Problem V, Section D2f,



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Conservation of Natural Resources

VI. Geography

- A. Grades five, The North Central States, The Western States
- B. Grade six, Missouri Geography and History

VII. Social Studies—Integrated Units by Grades

- A. Grade four, Unit V, The Story of Agriculture
- B. Grade five, Unit V, Westward Across a Country Rich in Resources
- C. Grades seven and eight, Unit I, A Candid Picture of Our Culture

The opportunities suggested for integrating the study of the conservation of soils and water with other areas of the educational program give an indication of the use which Missouri teachers may make of the other units as they are made available.

AN IDEA ABOUT GUIDANCE

(Continued from Page 173)

school. This would encourage fellowship and develop character through play. This same group could have programs to encourage talent.

- 7. The advisor should contact these boys during the summer by letter if not in person. If the school is going to use guidance as the central factor it is going to have to be a complete program.
- 8. The advisor must know his boys and gain their confidence and respect. He must know the homes and the experiences of the family. He must enter into the boys lives outside the school, not as a snooper, but as a friend and helper.

When such a program is carried out in the school we will be on our road toward guidance. No half-way program will suffice, it will only confuse and drive our efforts in a circle.

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Successful, popular people like to chew gum, but of course recognize there is "a time and place" for chewing gum just as there is for everything else they do.

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**AN AID TO GOOD TEETH:** Chewing gum daily helps keep your teeth clean and attractive. And it provides healthful chewing exercise, too.

*National Association of Chewing Gum Manufacturers, Staten Island, New York*



## Central Missouri State Teachers College to Celebrate Seventieth Anniversary

ON MAY 10, Central Missouri State Teachers College celebrates three score years and ten of service to the state in general and to the 21 counties comprising the Central District in particular.

On the day of the anniversary, many of the 50,000 persons who have studied at the College in its 70 years will join in observance of Founders' Day beginning at ten o'clock in the morning. Three alumni will tell of the service rendered by their Alma Mater, and President G. W. Diemer will tell of future plans. Following this hour will come a dedication program for the first residence hall for women, the Laura J. Yeater Hall, which will house 141 women.

Formal inauguration of this new residence hall will take place at the building at 2:30 o'clock in the afternoon. The Alumni-Faculty Association will sponsor an open house in the building from 3 to 6 o'clock.

The College opened May 10, 1871 in one rented building, moving the next year

to one building on 16 acres of land donated by the city. It grew in spite of reverses, including the grasshopper plague and a fire in 1915 which destroyed the main buildings, to a plant valued at over \$1,650,000, covering 140 acres, with twelve major buildings, an experimental farm, a college residence, and stadium.

Along with increase in physical growth, Normal No. 2 with its first class of 30 students and three faculty members became in 1919 an accredited four-year college with degrees granting privilege for the A.B., B.S., and B.S. in Ed. degrees, with an average student body of 1,200 and a faculty of 115 persons.

However the graduation of students does not represent the major educational service of the College; the tens of thousands of students who have attended the school for one semester or two or three semesters have returned to their communities and their work to carry on ideals acquired at the College.



Laura J. Yeater Hall—new dormitory for women.

# London Pedagogues Have Their Problems

## *That Eternal Controversy.*

SOMEBODY REALLY ought to take a few of our controversial parsons on one side and tell them that at this time in our history they could be much better employed than in trying to raise again the problem of the teaching of religion in the schools. It looked a week or two ago as if the attempt had failed, but things have hotted up again. Some of us resent the suggestion that the schools are irreligious and that the children know nothing about the Bible. It would be difficult to find any school in this land where the children do not know the ten commandments, the Lord's Prayer, several of the Psalms, selected passages of Scripture, the story of Joseph and his brethren, of the miraculous draught of fishes, and many other of the Bible stories. What many of our parsons want them to know in addition is doctrinal interpretations. To them that and that only is religion. But their real desire is to fasten religious tests on the teachers in all our day schools. If I know the teachers of this country they will never stand for that. The greatest fight the teachers of this country ever put up was to rid the schools of the domination of the parson. They will fight again against "right of entry," against religious tests, and against clerical domination if it should be necessary. The people concerned would do well to take note.

## *A Pool of Teachers.*

The problem of staffing is proving very thorny both in evacuation and in receiving areas. In spite of all efforts to prevent children moving in and out the numbers are hardly anywhere static. In some places classrooms are overcrowded, the proper classification of pupils is almost impossible and there is a shortage of men teachers everywhere. At least one local authority is asking for the formation of a pool of teachers, now without classes, which could be drawn on by local authorities in areas where there are too many children for the number of teachers available. Whether such a scheme would be practicable depends on a good many things, but it is not a new idea to move labour from where it is redundant to where it is needed. Mr. Bevin, our Minister of Labour, is wrestling with the same problem in another form in his Department. If the war shows signs of lasting a long time a lot of arrangements which were in-

tended to be merely temporary, will have to be put on a different basis, and in any circumstances children and teachers must be brought together. Something of the sort is suggested by the arrangements between the N.U.T. and the Association of Education Committees, though there are differences.

## *Our Versatile President.*

Mr. Ramsbotham, more than any President of the Board of Education we have ever had, is getting about the country and seeing the condition of the schools for himself. Everywhere he promises that as soon as the war is over the Act raising the school age to fifteen shall be brought into operation and he also tells us that so far as his influence is concerned it will be used for the very early raising of the age to 16. In some places he is doing much more than that. He supports our democratic system and begs us never to allow our education to pass into the hands of one man or group of men as it has done in Germany. And he tells us also that if the Christian faith and the doctrines of Christ had remained a living force in Germany there would have been no Nazi Party and no war. We can all agree with him there, and that is why some of us are so disturbed at the attempt to change our system of religious teaching which has served us so well and preserved us from Nazi-ism. Himself a very cultured man, our President is displaying a versatility that is very pleasing to everybody in the educational world. We can be thankful that he was not involved in the recent Government changes.

## *Down to 10,000.*

According to Mr. Chuter Ede, Parliamentary Secretary to the Board of Education, the number of children now without any education at all in London has been reduced to 10,000. At the beginning of December the number was 48,000. It is obvious that persuasion is doing its work in getting more children away and that better provision is being made for the children that remain. When we reflect that a great number of children's lives could have been saved if only evacuation had been complete it is difficult not to want to blame somebody. Dispersion is now proved to be the best policy for the saving of the children.—*From The Scottish Educational Journal*, February 28, 1941.

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# The Story of Mount Rushmore —Shrine of Democracy

By Gutzon Borglum,\* Designer and Sculptor of Mt. Rushmore Memorial  
Keystone, South Dakota

IN THE HARNEY RANGE of South Dakota—an eastern outcropping of the Rocky Mountains—the Shrine of Democracy nears completion on Mount Rushmore as the manifestation of a group of ideas; not merely as the result of a flash or momentary impulse to carve a few colossal statues upon the face of a cliff.

The inspiration that developed into the creation of this gigantic work first came to the mind of Doane Robinson, the historian, of this great, picturesque and turbulent West, whose life now

spans close to a century. Robinson, pricked with a desire to immortalize the spirit that made America what it is, longed for the conversion of some of the Black Hills' great granite pinnacles into symbols and statues commemorating our greatness. In 1924, while taking part in the dedication of a memorial in one other western state, he gave expression to an idea that finally, in its development, has grown to what we call the Shrine of American Democracy.

\*Recently deceased.

—Photo Courtesy of Chicago and North Western Railway



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Any shrine of this sort must naturally contain the figures of Jefferson, the author of the Declaration of Independence which is so fundamentally right that it has become the declaration of independence for all mankind, and in its form has become the letter and the cornerstone of our freedom and that of more than fifty other nations; and Washington, the Father of his Country, who with his associates freed our forefathers and framed the Constitution—the ways and means by which the freedom declared by Jefferson could be lived and maintained.

In my desire to make the memorial and the history of this political record complete, and to include our day and life, I developed the drama and added to its design two other men: Abraham Lincoln, who played such a vital part in saving our great republic; and Theodore Roosevelt, because of his making possible the completion of the Panama Canal. The Canal answered the longing of all Europe and the great interests in the eastern part of our country to find a short sea route to India. Also, as Mr. Coolidge said of Theodore Roosevelt, he was the only president who had the courage to tell growing Big Business: "Thus far you can go and no further for the safety of our government."

Mount Rushmore is 500 feet above a natural parking place, 1500 feet to the south, towards which the group faces. The stone, for all practical purposes we shall call it granite, is in excellent condition with very few interfering cracks. After removing about 20 feet of the surface all over the work, and, in seeking high relief at some points, cutting into the mountain to a depth of 90 feet, we found ourselves working in the very heart of granite untouched and unspoiled by forty million years of exposure.

The group faces south so directly that the sunrise touches the left of Washington's face. Both sides of the face are lighted some time during the day as the sun passes south and west over the head; and at the end of day it catches the last lingering light of the setting sun. The entire group is fortunately and splendidly lighted.

Jefferson recedes into the mountain a distance of about 40 feet and is just to the left and back of Washington. This forms a recess in the group across which Abraham Lincoln faces directly the two colonial presidents. Between Lincoln and Jefferson you see the face of Theodore Roosevelt. I have arranged it so that he is turned slightly and is looking directly at Lincoln, whom he admired very much. The hand of Lincoln is shown drawing his coat about himself; and the hand of Jefferson, his left hand, is thrust forward as if he were about to call Washington's attention to something—possibly the present threat by the Old World against all democracy.

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- Springfield Teachers Credit Union, Springfield  
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This ad contributed by  
Missouri State Teachers Association

My own thought about the group, as I mentioned in my short speech to President Coolidge at the dedication in 1927, is that we are carving a memorial that will outlive our government, although I clarified my statement by saying: not democracy because the desire to be free and independent and to be happy is older than democracy; it is born and is present in the consciousness of every living thing and it will continue as long as life continues, as it will thrive and resist all interference with its happy existence."

Immediately back of the great group I am carving a hall, into which will be placed the records of our political, civic and cultural growth—the development of electricity and steam, transportation, the telephone, the airplane, the radio and the cinema. This great hall will be a hundred feet square and is located about two-thirds of the way up the mountain. The entrance to it is in a small gorge, cut by the ice aeons ago. A great wide granite stairway will lead to the Hall, into the walls of which recesses in bronze and glass will be built to hold the records. There will also be found here statues in bronze of Benjamin Franklin, Patrick Henry, Thomas Paine, Andrew Jackson, and the great inventors, scholars, and other personages prominent in the service of American democracy and necessary to complete the record of the building of our great civilization.

The figures—that is the sculptural part of the memorial plan—are nearing completion and will be entirely finished during this year. They cost less than \$700,000 and the tourist traffic they brought into South Dakota last year exceed in value 38 millions, according to various estimates, 80 per cent of which is credited to Mount Rushmore.

The Black Hills are readily accessible by automobile, bus, and three railroads. The shrine itself is reached by two fine auto roads. One carries the great southeast traffic from Hot Springs and Custer over the beautiful, inimitable Iron Mountain Road; the other, a wide and splendid constructed road built by the state under Governor Bulow, comes from Rapid City.

There is no fee of any kind charged those visiting this memorial. I asked that of the Congress that created it; and it is the hope that when completed it will be protected as a shrine, as Franklin Roosevelt so dedicated it, somewhat religious in character and not cheapened by concessions or other commercial agencies that abuse and destroy the sanctity and beauty of nearly all our places of interest.



## ITEMS OF INTEREST



### APPOINTMENTS

**Paul Fields** has been appointed by the board of education to serve as Principal of the Osborn high school.

**W. F. English**, principal of the Carrollton high school for the past ten years, has resigned to accept the position of superintendent of schools in Fulton.

**F. L. Green** was reelected by the Edina Board of Education as superintendent of the Edina public schools.

**Miss Ethelyn Bray**, Belle, Missouri, has been named teacher of the Paydown school.

**Ernest Campbell** has been reelected superintendent of the Breckenridge schools.

**Everett D. Thomas** is the new superintendent of schools at Sarcosie. Mr. Thomas succeeds Claude Arner who resigned to accept a government position.

**Miss Bernice Bristol** has recently begun her duties as a teacher of art, penmanship, and English in the California high school.

**G. L. Donahoe** has been handed his contract as superintendent of the Tipton School for next year.

**Roy Buntin**, industrial arts teacher of Wellington high school, has been named to teach in the Hardin high school. Mr. Buntin is a graduate of the Missouri Valley College.

**L. J. Wasson**, Superintendent of Adrian, has been reemployed. Mr. Wasson has been in this position for four years.

**Miss Ella Edwin Souther**, teacher of home economics in the Holden high school, has been elected to teach vocational home economics at Drexel.

**R. L. Rasche**, superintendent of Gray Ridge schools, has been reelected to that post for a two-year term.

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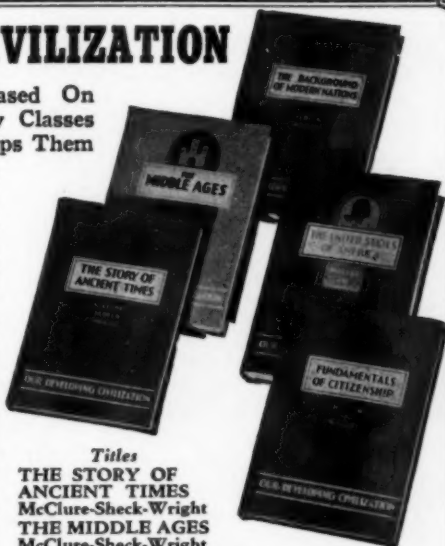


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FUNDAMENTALS OF CITIZENSHIP

by Blough and McClure; with Missouri Civics Supplement by McClure, Head of the Dept. of Social Sciences, State Teachers' College, Kirksville, Missouri.

Dr. Abraham Henry Ludmer, refugee professor from the Boergmann college of Commerce at the University of Prague in Czechoslovakia, has been added to the Wentworth Military Academy staff. Although he obtained the position nearly one year ago, internment in a concentration camp and other difficulties had delayed his arrival.

### STUDY MADE OF GRADUATES

A classification of students, according to occupations, graduated from the Ava high school from 1914 to 1940 shows twenty-nine per cent are housewives, twenty per cent teachers and nine per cent are farmers. The data is based on figures for 835 of the last 1000 high school graduates.

### MUSIC FESTIVAL

The sixth annual School of the Osage music festival closed March 22. 1520 students from twenty-four high schools participated in the festival. Schools were divided into class A and class B.

In class A Buffalo placed first and Lebanon second. Stoutland and Stover received first and second respectively in class B. Trophies were awarded to these four winning schools.

### BANQUETS

The teachers of Stone county recently held a banquet in Galena. Teachers from high school and rural districts were in attendance.

The annual banquet of the Dade County teachers was held in Greenfield, March 3. About 115 teachers were present for the occasion.

The Jefferson county teacher-director banquet had the largest attendance ever experienced in that county. Over three hundred teachers and directors attended the annual affair in Hillsboro. Ticket sales were stopped on Tuesday preceding the banquet, which was held Saturday evening. State Superintendent Lloyd W. King made the principal address.

Dr. Elmer Ellis, University of Missouri was the principal speaker at a recent meeting of the Social Science teachers of Southeast Missouri. The meeting, which was held at Sikeston, was arranged for by Garland Parker of the Sikeston high school.

The Aurora high school debating team won the State Championship in the annual tournament sponsored by the Missouri Forensics League. Maplewood placed second.



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Director of Summer Session  
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UNIVERSITY OF MINNESOTA  
*Minneapolis, Minnesota*



## SCHOOLMASTERS MEET

Schoolmasters from New Madrid and adjoining counties heard Senator L. D. Joslyn speak on school legislation at their last meeting held at Lilburn. Senator Joslyn, in his talk, pointed out that school appropriations should not be reduced.

The Northeast Missouri Schoolmasters Club held a dinner meeting at the Hoxsey Hotel in Mexico on March 19.

The Mexico public schools furnished, through its music department, several program numbers for this occasion.

Dr. F. C. Seamster, State Department of Education was the principal speaker. He discussed the relationship of intelligence and interest to the guidance program.

Milton Garrison, president of the Northeast Missouri Schoolmasters, announced the next regular meeting of the group would be held at Kirksville during the district teachers meeting in October.

## WHAT! NO SPEECHES?

The fourth annual school administrators conference met at Clinton March 14 and 15. This conference, which is considered very effective by those attending, has no dues, no constitution or by-laws, no officers and positively no speeches.

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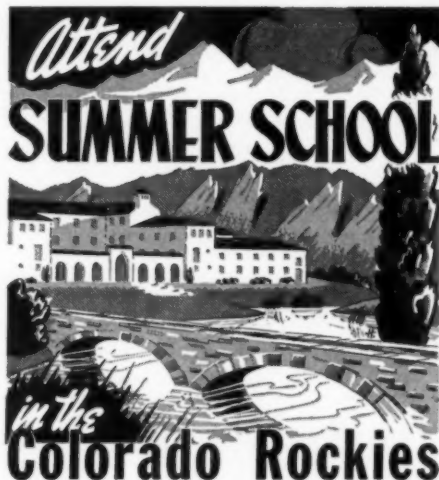
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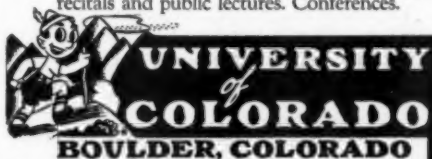
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Dean of Summer Quarter (Dept. E.)

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## COMMUNITY ASSOCIATIONS

The Howard County teachers heard State Superintendent Lloyd W. King as their guest speaker at their annual dinner held at the Parish house. Superintendent King used as his subject "O'er the Ramparts We Watch."

The Wayne County Community Teachers Association met at Piedmont on March 21. Dr. A. G. Capps, University of Missouri, was the guest speaker. John H. Bailey, Superintendent of Piedmont Schools is president of the association.

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R. M. Inbody, President Missouri State Teachers Association, discussed the integration of national defense training courses, before a group of 400 teachers at a recent meeting of the Jasper County Educational Association held at Joplin.

E. A. Elliott, Superintendent of Joplin schools, and Mrs. Bertha Reed, County Superintendent, also appeared on the program.

## STATE CONVENTION OF MISSOURI ASSOCIATION OF ENGLISH TEACHERS, COLUMBIA, MISSOURI, MAY 3

The officers of the Missouri Association of English Teachers have consummated plans for a general meeting of English teachers at Columbia, Missouri, for Saturday, May 3, 1941. The meeting will be at the Laboratory School of the School of Education, and its first session will be at 10:30 o'clock following a meeting of the directors at 9:30.

Among other matters considered will be the new state course of study in English, soon to be released by the State Department of Education. Among those who will appear on the program are: Mrs. Carolyn Benton Cockefair, Warrensburg; Dr. E. R. Page, Central College, Fayette; Miss Lochie Speery, Springfield; Mr. Harry Sicheluff, Springfield, and Mr. Mark A. Neville, John Burroughs School, Clayton.

The afternoon program will include an address and a panel discussion.

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For complete summer catalogs, address Director of Summer Sessions, Oregon State System of Higher Education, 8141 Oregon Bldg., Portland, Ore.

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## GUIDANCE MEETING AT ODESSA

Superintendent H. W. Leech of Odessa recently arranged a guidance conference for the teachers of Odessa and neighboring schools.

The conference was conducted on a question and answer basis with questions directed to the following educators:

Dr. F. C. Seamster, State Department of Education; Superintendent L. E. Ziegler, Boonville; Dr. Wm. F. Knox, S. T. C., Warrensburg; Dr. Charles A. Lee, Washington University; Dr. Lonzo Jones, S. T. C., Warrensburg; Dr. E. J. Reynolds, Sweet Springs.

The teachers asked questions formulated to disclose information on actual practices of schools in the field of guidance.

## SECONDARY SCHOOL PRINCIPALS PUBLISH BULLETIN

The Missouri Association of Secondary School Principals through its Secretary O. K. Phillips, North Kansas City, has published an interesting bulletin.

This forty-page bulletin, among other things, contains the proceedings of the sixth annual conference of the Missouri Secondary School Principals, a summary of the returns of a questionnaire dealing with the training, experience and salaries of Missouri secondary school principals, and a directory of Missouri high school principals.

The membership in this organization has grown from 42 in 1932-33 to approximately 270 in 1940-41.

## PROVIDE FOR SAFE TRANSPORTATION

School officials entrusted with the responsibility of providing adequate and safe student transportation, undoubtedly will be faced with new problems in 1941.

J. H. Shields, executive vice president of Superior Coach Corporation, one of the nation's largest producers of school bus bodies, outlined steps taken to avert possible delivery delays and price increases later this year.

Priority orders for Defense equipment already are claiming large portions of steel outputs. Future deliveries of truck chassis, upon which buses are mounted, also may be delayed

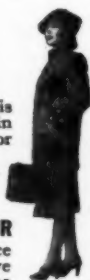
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as demand grows for government transportation units.

Anticipating this emergency, Mr. Shields declared that his firm placed unusually large orders for steel and other vital materials as early as last summer and that special warehouses have been engaged to store this material as rapidly as it is delivered. Arrival of chassis from automobile plants, usually concurrent with the spring and summer production of bodies, already has started at the firm's plant in Lima, Ohio.

### ANNUAL SPRING CONFERENCE OF THE MISSOURI COUNCIL FOR THE SOCIAL STUDIES

The first of three scheduled meetings of the Missouri Council for Social Studies will be held at Jefferson City, April 12.

The general theme of the program, which begins at 10:00 a. m., is "Education for Democracy and Defense."

R. M. Inbody, president of the Missouri State Teachers Association will speak on the subject "Looking Forward with Democratic Ideals." The second address will be made by Lloyd W. King, State Superintendent of Schools, on the subject "The New Curriculum in Missouri High Schools and National Defense."

Immediately following a luncheon there will be a panel discussion, "How can the schools help young people to feel that their role is vital to Democracy and National Defense?" Miss Isabel Dolch, vice-president, Missouri Council for the Social Studies will serve as chairman of the panel discussion.

According to an announcement from President James S. McKee two more meetings will be arranged; one at the time the National Council for the Social Studies meets in Indianapolis, Indiana on November 20-22 and the other during the annual convention of the M. S. T. A. in St. Louis November 26-29.

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## IMPORTANT CONVENTIONS

### APRIL

- 5 Department of Elementary School Principals Meeting, Columbia, April 5, 1941.
- 17 Central States Speech Association, Oklahoma City, April 17-19, 1941.
- 17 Missouri Academy of Science Meeting, Columbia, April 17-19, 1941.
- 19 Art Teachers Conference, Columbia, April 19, 1941.
- 25 State Music Contest, Columbia, Missouri, April 25-26, 1941.
- 26 Future Teachers of America Chapters of Kansas and Missouri Convention, University of Kansas City, Kansas City, Missouri, April 26, 1941.

### MAY

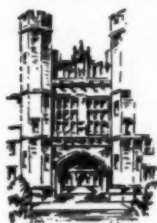
- 3 Missouri Association of Teachers of English, Columbia, May 3, 1941.
- 9 Annual Spring Conference for Teachers of Industrial and Distributive Education, University of Missouri, Columbia, May 9, 1941.

### JUNE

- 24 Institute of Professional Relations, Warrensburg, June 24-25, 1941.
- 29 National Education Association Annual Convention, Boston, June 29-July 3, 1941.

### JULY

- 8 The Association for Childhood Education, 48th Annual Study Conference,



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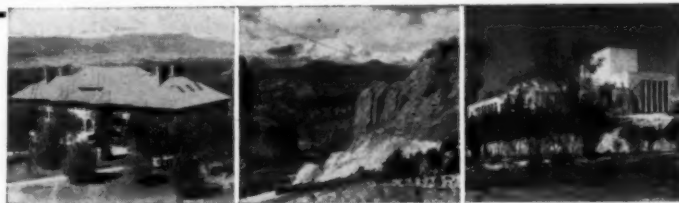
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- OCTOBER**
- 9 Central Missouri District Teachers Association, Warrensburg, October 9-10, 1941.
  - 9 Northeast Missouri District Teachers Association, Kirksville, October 9-10, 1941.
  - 9 Northwest Missouri District Teachers Association, Maryville, October 9-10, 1941.
  - 16 South Central Missouri District Teachers Association, Rolla, October 16-17, 1941.
  - 16 Southeast Missouri District Teachers Association, Cape Girardeau, October 16-17, 1941.
  - 22 Southwest Missouri District Teachers Association, Joplin, October 22-24, 1941.
- NOVEMBER**
- 26 Missouri State Teachers Association Annual Convention, St. Louis, November 26-29, 1941.

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# University of Missouri

## 1941 SUMMER SESSION



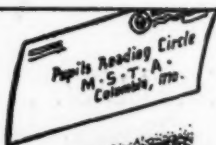
### CALENDAR

June 16.....	Monday, registration
June 17.....	Tuesday, class work begins, 7 a. m.
July 4.....	Friday, Independence Day, holiday
August 3.....	Sunday, Baccalaureate address, 8 p. m.
August 8.....	Friday, summer session class work closes, 4 p. m.
August 8.....	Friday, Commencement exercises, 8 p. m.

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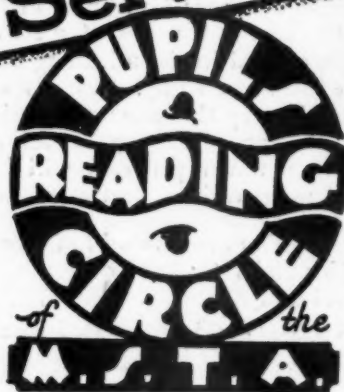
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